



ONTARIO

DEPARTMENT OF EDUCATION

CALENDAR

OF THE

NORMAL SCHOOL

PRIMARY SCHOOL SPECIALIST

COURSE

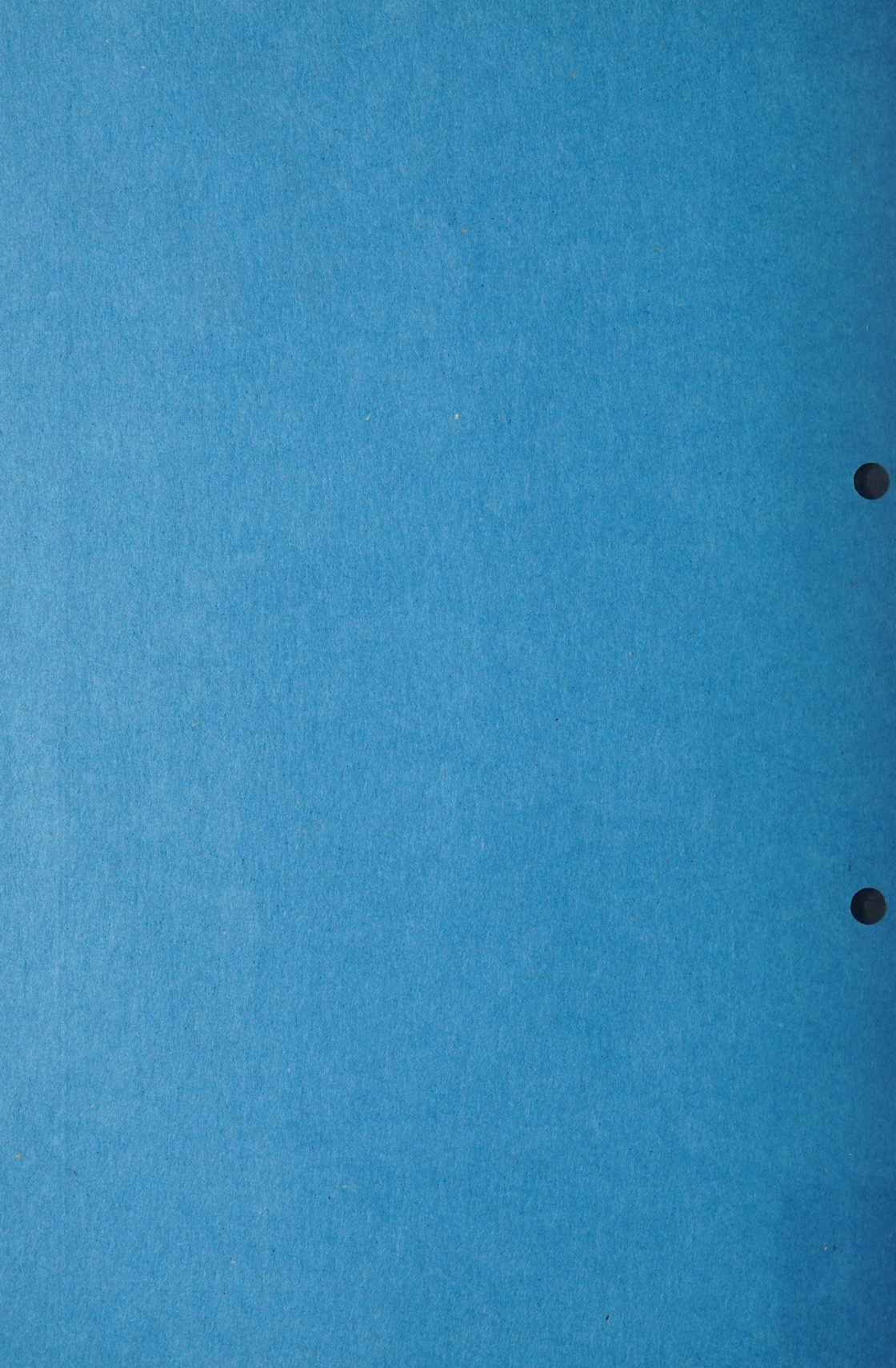
PRINTED BY ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO

TORONTO

Printed and Published by Baptist Johnston
Printer to the King's Most Excellent Majesty

1948

Cur
Cir
23P
NS
1948





ONTARIO

DEPARTMENT OF EDUCATION

CALENDAR

OF THE

NORMAL SCHOOL PRIMARY SCHOOL SPECIALIST COURSE

PRINTED BY ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO

TORONTO

Printed and Published by Baptist Johnston
Printer to the King's Most Excellent Majesty

1948

IMPORTANT NOTICE

Before an applicant who has not previously passed the physical examination is admitted to the course, she must pass a physical examination conducted by a medical examiner appointed by the Minister of Education. The medical examination, for which a fee of \$2.00 will be paid by the applicant, will be given at the Normal Schools a few days before or after the opening of the term. The applicant will be given due notice of the time and place at which she is to present herself for the medical examination.

Applicants who are found to suffer from a physical condition not sufficiently serious to prevent their present entry into the teaching profession, but which condition in the course of time is likely to become aggravated, shall be required to sign a document waiving their right to be considered for a pension in case of retirement because of disability.

In the event of the rejection of the applicant in consequence of the medical examination the Department of Education will refund (1) the medical examination fee of \$2.00; (2) the actual cost of transportation both ways between the Normal School and the applicant's home; (3) a sum for board and lodging equal to 70c. a day from the date of the opening of the Normal School until the date on which the applicant was notified of her exclusion by the Principal of the Normal School.

COURSES OF STUDY AND EXAMINATIONS FOR PRIMARY SCHOOL SPECIALIST CERTIFICATES

1. In this Calendar,—

- (a) "Primary School" means the section of the elementary school comprising junior kindergarten, senior kindergarten or kindergarten-primary, and grades I and II;
- (b) "junior kindergarten" means the kindergarten for four-year-old children;
- (c) "senior kindergarten or kindergarten-primary" means the kindergarten for five-year-old children.

CONDITIONS OF ADMISSION

2. The course for Interim Primary School Specialist certificates will be given each year at the Normal School at Toronto should the number of applicants for this course justify its establishment.

3. For admission to the Interim Primary School Specialist course the applicant shall submit with her application,

- (a) one of the following:
 - (i) an Interim or Permanent First Class certificate;
 - (ii) a certificate that she holds from a British University a degree approved by the Minister as to standard and content of the courses;
- (b) a certificate from a competent authority that she is able to read music, to sing, and to play at sight on the piano. (Final decision with regard to the candidate's proficiency in music will be made by the Instructor in Music at the Normal School when the candidate presents herself at the School. Required proficiency at the piano is comparable to that expected of a student in grade IX, Royal Conservatory of Music of Toronto.)

4. Application for admission, accompanied by the documents prescribed above, shall be made to the Deputy Minister not later than August 25th on a form to be supplied by him. On receipt thereof the Deputy Minister will send the applicant a card of admission to the course. Without this card she will not be admitted.

SESSIONS, TERMS AND VACATIONS

5. The session, terms and vacations of the Interim Primary School Specialist course shall be those set forth in Section 6 of the Calendar of the Normal Schools of Ontario.

DUTIES OF THE STAFF

6. The duties of the staff shall be those set forth in Section 7 of the Calendar of the Normal Schools of Ontario.

DUTIES OF TEACHERS-IN-TRAINING

7. The duties of teachers-in-training shall be those set forth in Section 8 of the Calendar of the Normal Schools of Ontario.

LIBRARY, RELIGIOUS GUIDANCE, AND LITERARY SOCIETY

8. Teachers-in-training shall have use of the library of the Normal School, shall be members of, and shall take part in the meetings of the Literary Society of the Normal School, and shall attend the periods of religious guidance provided by the Normal School.

PRACTICE SCHOOLS

9. The regulations governing the practice schools shall be those set forth, with regard to urban schools, in Section 16 of the Calendar of the Normal Schools of Ontario.

PROGRAMME OF STUDIES

10. The courses of study for the Interim Primary School Specialist certificate shall consist of the following as defined herein:

GROUP I.

Child Study; Primary School Organization and Management; Development of Primary Education; Manual Activities; Language Activities; Music; Rhythmic Activities; Science; Social Studies; Number; Health and Safety; Religious Education.

GROUP II.

Directed observation and practice teaching in the grade and kindergarten classes of the Primary School.

GROUP III.

Library Methods; Religious Guidance; and the work of the Literary Society.

11. The class periods shall be distributed among the various courses for the Interim Primary School Specialist certificate, exclusive of observation and practice teaching, approximately as follows:

Child Study (100), Primary School Organization and Management (40), Development of Primary Education (20), Language Activities (100), Music (50), Rhythmic Activities (50), Manual Activities (100), Religious Education (20), Science (20), Social Studies (20), Number (20), Health and Safety (20), Library Methods (10), Religious Guidance (25).

DIRECTED OBSERVATION AND PRACTICE TEACHING

12. (1) In order that the teachers-in-training may early begin the work of directed observation and practice teaching, an introductory course shall be provided as follows:

- (a) As soon as the initial organization of the school is completed, the master who has charge of Child Study shall devote one lesson a day to a total of about six lessons to a review of the principles underlying the organization and presentation of the elementary one-period lesson. During this phase of the course, teachers-in-training who are without previous experience should receive special consideration. At the same time, other members of the staff shall devote from three to five periods to illustrating, by reference to various topics, the application of the principles of lesson planning at the several levels of the Primary School.

- (b) Beginning in the second week and continuing for about two weeks, teachers-in-training shall be given a series of opportunities of observing in the grade and kindergarten classes of the Primary School. Teaching shall be done by the practice school teachers and by the Normal School masters and instructors, and the emphasis shall be upon the elementary one-period lesson in the grades, and upon the simpler learning situations or activities in the kindergartens. Directed observation reports shall be made on these lessons by each teacher-in-training, and these will be later discussed in class with the Normal School master in charge of Child Study, and with the master or instructor in charge of the field concerned.
- (c) Later in the term the master in charge of Child Study will take up the study of the more complex and more continuous forms of lesson planning in connection with directed observation reports and demonstration periods conducted by the practice school teachers and by the Normal School masters and instructors.

(2) (a) Beginning with the fourth week, the teachers-in-training shall be divided into suitable groups, and practice teaching shall be conducted according to a time-table arranged by the principal with a view to giving each teacher-in-training experience in as many phases as possible of the work in junior kindergarten, senior kindergarten or kindergarten-primary, and grades I and II.

- (b) The first five periods of practice teaching of each teacher-in-training shall be prepared in consultation with a Normal School master or instructor or a practice school teacher. Every care shall be taken to ensure the reasonable success of these initial efforts in order that the teachers-in-training may develop confidence. Thereafter the extent of assistance is to be decidedly but not abruptly diminished.
- (c) Unless otherwise provided, each teacher-in-training after practice teaching has begun shall teach at least two periods each week under the supervision of a practice school teacher to a total of not fewer than forty practice teaching periods. Early in the first term the teaching period may deal with a single lesson or activity, but, as soon as possible, the period should comprise approximately one-third of the half-day's programme.
- (d) While one of their number is engaged in practice teaching, the other members of the group who are not otherwise directed shall make discussion notes on the practice teaching in progress. When opportunity presents itself, the practice teaching of the day shall be discussed by the practice school teacher, the group of teachers-in-training, and the Normal School master (when present), with reference to principles of child development, methodology, and management.
- (e) The mark assigned for each period of practice teaching shall be determined by the practice school teacher or by the master in conference with the practice school teacher. The teacher-in-training shall be given no information as to the mark assigned. The maximum mark for each practice teaching period shall be 100.
- (f) As far as possible the practice teaching of each teacher-in-training shall be seen and valued by at least two members of the Normal School staff. The practice teaching of each teacher-in-training whose progress is considered unsatisfactory shall be seen and valued by the principal of the Normal School.

(3) (a) The principal shall make arrangements with the school authorities concerned for each teacher-in-training to spend at least eight and not more than ten weeks in continuous observation and practice teaching. At least six of these weeks shall be spent in junior kindergarten and senior kindergarten or kindergarten-primary classrooms, and at least one week shall be spent in each of grades I and II. Two of the weeks shall follow the Christmas vacation, and two shall follow the Easter vacation, and these weeks shall be spent in a city or town convenient for each teacher-in-training. The other weeks of continuous observation and practice teaching shall be arranged in the local schools at the discretion of the principal.

- (b) During the weeks of continuous observation and practice teaching each teacher-in-training shall undertake such duties as assembling and dismissing the class; marking the register; preparing instructional materials; checking class exercises; playing the piano; and supervising routines, seat work, and playground activities. She should observe on the first day, do some teaching on the second day, and take an increasing share of the work on succeeding days until she assumes as much responsibility for the class as the teacher thinks wise.
- (c) Expenses incurred by teachers-in-training during the weeks of continuous observation and practice teaching will not be borne by the Department of Education. Care is to be exercised, however, that minimum expenditures on the part of teachers-in-training are involved.

(4) A record of the valuations assigned all practice teaching lessons of each teacher-in-training shall be made on a graph sheet furnished by the Department as well as in the record book of the Normal School. Marks assigned by accredited practice school teachers and marks assigned by Normal School masters are to be severally designated. On a date to be specified near the close of the term the graph record sheets of the practice teaching of all teachers-in-training shall be furnished to the Department together with the sessional records of the Normal School.

(5) The purpose of the directed observation is (i) to provide factual data in a realistic study of children, principles, practices, and activities in the Primary School; (ii) to acquaint teachers-in-training with the effective use of different methods, as practised by different teachers, under different conditions; (iii) to afford exercise in applying the principles of education to the analysis and interpretation of teaching situations.

- (a) In accordance with a plan drawn up by the principal and the staff-in-council and which will apportion the work equitably throughout the session, the masters or instructors in charge of Child Study, Primary School Organization and Management, and the various subjects of the primary programme, shall each prepare a set or sets of directions for the guidance of teachers-in-training in pursuing the field investigations provided in 12: 1 (b), 2 (d), 3 (a), 3 (b), and 5 (b). A set may provide directions for a single demonstration lesson, an observation period, or for an extended range of observations.
- (b) Provision shall be made whereby the teachers-in-training of each practice group shall observe for the first half day of their experience in each classroom taught by an accredited practice teacher.

- (c) At the time of the first observation visit to a practice school, or to a school in which continuous observation and practice teaching are being conducted, the teachers-in-training shall secure or make note of (i) the names of the pupils and, where available, the seating plan, (ii) the teacher's time-table, (iii) the place in the several divisions of the programme where the class is working, (iv) the procedure followed by the teacher in assembling and dismissing the class; in conducting group and recitation periods; in supervising routines; in assigning and supervising seat work; in distributing lesson material; in controlling permissive movements such as going to toilet, getting a drink, sharpening pencils, making use of the library, working at projects, etc.

SESSIONAL RECORDS

13. (1) The sessional records shall consist of the records of the term examinations, the oral and written class tests, and the practical work.

(2) The general attitude of the teacher-in-training towards the work, her adaptability to teaching, and the probability of her future success as a teacher shall be taken into consideration in determining her sessional standing.

(3) A teacher who in any subject obtains 66 per cent of the marks assigned to that subject on the sessional records may, on the recommendation of the staff, be exempted from the final examination in the subject.

FINAL STANDING

14. (1) The final examination papers in Group I will be prepared by the Department, and the answer papers will be read in the Department by a committee selected from the Normal School staffs. The papers shall be as follows: Child Study; Primary School Organization and Development; Manual Activities; Language, Music, and Rhythmic Activities; Science, Social Studies, Number, and Health.

(2) The maximum number of marks for each subject in Group I shall be 200, of which 100 marks shall be allowed for sessional records and 100 for the final examination.

(3) The maximum marks for practice teaching shall be 1000.

15. (1) A teacher-in-training who holds the entrance requirements to the Primary School Specialist course and who at the final examinations obtains 60 per cent of the marks in each subject of Group I and 60 per cent of the marks in practice teaching may, on the recommendation of the staff, be granted an Interim Primary School Specialist certificate valid for five years.

(2) A teacher-in-training who holds the entrance requirements to the Primary School Specialist course and who fails in not more than two subjects in Group I, and who passes in practice teaching, may be exempted from further attendance and may complete her standing for an Interim Primary School Specialist certificate by rewriting together at one annual examination or separately at different annual examinations, the examination in the subject or subjects in which she failed, but no allowance shall be made for sessional records at such examinations.

(3) All other candidates who have failed to obtain the necessary final standing shall be required to repeat the course by attendance at a subsequent second term beginning after Christmas vacation.

(4) Candidates who for any cause are required to attend another session, in whole or in part, shall make application to the Deputy Minister for a card of admission.

(5) The pass standard for all candidates exempted from attendance is the same as that for teachers-in-training in attendance, but no allowance shall be made for sessional work.

16. (1) The holder of a Kindergarten Director's certificate obtained under previous regulations or, provided that the applicant possesses the qualifications required for entrance to the Primary Specialist course, the holder of an Interim or Permanent Kindergarten-Primary certificate or the holder of an Interim or Permanent Primary Methods certificate may be granted an Interim Primary School Specialist certificate provided that she has attended for at least the second term of the Primary School Specialist course given at a Normal School, has obtained 60 per cent of the marks in practice teaching and has passed the final examinations in the subjects of Group I.

(2) The holder of an Interim Primary School Specialist certificate may be granted a Permanent Primary School Specialist certificate after two years' successful teaching experience in a Primary School on the recommendation of the inspector or inspectors under whom the required teaching experience was obtained. The holder of both an Interim Primary School Specialist certificate and an Interim First Class certificate may be granted both a Permanent Primary School Specialist certificate and a Permanent First Class certificate after two years' successful teaching experience in a Primary School on the recommendation of the inspector or inspectors under whom the required teaching experience was obtained.

APPEALS

17. A candidate who has passed in practice teaching, but has failed at an examination for a Primary School Specialist certificate may have her case reconsidered if, within two weeks after the announcement of the results, her appeal, with a statement of the grounds on which it is based, is lodged with the Deputy Minister, accompanied by a fee of \$2.00 per paper. This fee will be returned to the candidate if the appeal is sustained.

COURSES OF STUDY FOR PRIMARY SCHOOL SPECIALIST CERTIFICATE

CHILD STUDY

1. *Introductory course.* A brief review of teaching and classroom procedures based largely on the findings of directed observations and the experiences gained in practice teaching. Teacher's aim and pupil's aim. Motivation and guidance. Free and directed activity, individual and group activity. Relation of the daily and yearly programme to the abilities and interests of the several age groups. Clarity and vividness in presentation. Recall and reconstruction of experience, consolidation of new experience. Patterns of teaching and learning procedure, repetition and habit, conditioning and attitude, mental association and information, appreciation and aesthetics.

2. *Child growth.* A study of the characteristic developments of the successive age groups throughout the primary school, based on the findings of directed observations and library research:

(i) Physical. Periods of growth. Activity and fatigue. Massive to refined responses in motor development. Health routines.

(ii) Mental. Dominant urges. Growth of intelligence, apprehension of differences and specific learning, apprehension of likenesses and general learning. Development of the attention span in both width and length. Out-turning and segregation of interests. Acquisition of knowledge skills and attitudes.

(iii) Social and moral. The child's expanding world, home, neighbourhood, school. Individual, parallel, and co-operative play. Response to authority, physical resentment, verbal resentment, acceptance or rejection. Instinct-emotion urges and growth of control; external pain-pleasure control; self-control as habit, attitude, recall of pain-pleasure experience, deliberation. Recognition of truth, property, and personal rights.

3. *Personality.* A study largely based on the investigations of individual children. Physical differences, right and left handedness, health, vitality, handicaps. Mental differences, intelligence and intelligence testing, study of tests, practice testing. Social differences; home environment, community environment, school environment. Treatment of atypical children.

4. *Mental health.* Instinct-emotion drives. Conflicts between drive and drive, between drive and reality. Expression and facilitation, confidence, and security. Suppression and frustration, tension, insecurity, and outbreaks. Sublimation, indirect interests and compensations. Treatment of forms of mental ill health, day dreaming, timidity, rebelliousness, etc. Promotion of mental integration and mental health.

PRIMARY SCHOOL ORGANIZATION AND MANAGEMENT

1. *Routines.* Importance and management of reception, assembly, inspection, washroom, cloakroom, luncheon, rest, and dismissal routines.

2. *Environment.* Room properties: heating, lighting, ventilation, toilets, hand-washing facilities, storage space, tack boards, blackboards, alcoves for project work, lockers, decoration, floor treatment. Furniture, equipment and supplies—selection, placement, care. Playground, garden, outdoor play equipment. Importance of attractive stimulating classroom environment. Com-

munity spirit in classroom: group consciousness, conformity with rules for good of group, ability to co-operate, respect for individual temperaments and abilities. Co-operation with caretaker.

3. *The child.* Physical and mental health. Safety. Relations with play-mates. Lates. Desirable attitudes towards nurse, doctor, dentist, policeman, visitors, etc. Responsibilities: care of room, equipment, supplies. The special pupil: handicapped, accelerated, non-English speaking.

4. *The teacher.* Physical and mental health; personal appearance. In-service training: personal study, teachers' associations, O.E.A., participation in professional improvement programmes. Relations with pupils, fellow-teachers, caretaker, principal, supervisor or inspector. Relations with parents: interviews, visits, special programmes, Home and School Association. Community relations. Business: engagement contract, resignation, sick leave, dismissal, superannuation, Teachers' Federation.

5. *Programme.* Time-table. Planning for the day, the week, the month. Special days and events. Planned group activities and enterprises—continuity through Primary School. Balance of teacher and pupil direction in classroom activities. Influence of interest span on time allotment in programme planning. Play periods: indoor, and outdoor, self-direction, supervision.

6. *Records and reports.* Enrolment form; daily and general register; monthly and yearly reports; daily, weekly or monthly record of work covered; library and equipment catalogue; requisitions; pupil history cards, pupils' report cards; promotion reports.

7. *The first day in school.*

8. *School Acts and Regulations.*

9. *Case studies of problems observed in the classroom.*

DEVELOPMENT OF PRIMARY EDUCATION

1. *Purpose.* To give teachers-in-training (i) acquaintance with the progress of primary education through the past two centuries, (ii) appreciation of the contribution of great educators to the primary school of today.

2. The history of the development of primary education (including the kindergarten) through study of significant contributions by leaders of educational thought.

(i) *Rousseau.* The child and his nature; stages of maturation in child development; discipline of natural consequences.

(ii) *Pestalozzi.* Learning through senses; study of real objects; inductive learning; individual expression of ideas; discipline of sympathy and love.

(iii) *Froebel.* Development of inborn capacities and powers of the child; self-activity; socialization; play; symbolism; the first kindergarten.

(iv) *Montessori.* Sense and motor training; scientifically designed didactic materials; Children's House a forerunner of nursery school; discipline through mastery of environment.

3. Development of primary education in Ontario. Introduction and progress of the kindergarten movement; influence of child study on primary course of study and text-books; kindergarten primary movement; nursery schools; the junior kindergarten.

MANUAL ACTIVITIES

1. *Purpose.* To give teachers-in-training (i) appreciation of the value of handwork as integrated in learning situations in the Primary School, (ii) knowledge and skill in the practice of the various activities, (iii) acquaintance with static and adaptive materials, accompanied by an understanding of their imitative and creative uses, (iv) experience in the technique of group work, (v) appreciation of the progressive character of activities possible at ascending age levels.

2. *Building activities.* Blocks of all kinds; improvised materials.

3. *Cutting and Pasting.* Free cutting, illustrating, poster-making, designing; use of scissors, paste, paper-fasteners, coloured paper, cardboard, etc.

4. *Drawing and painting.* Free illustration, designing, poster work, murals, and decoration. Use of tempera paint, coloured chalk, large crayons, finger paint, and furniture paint.

5. *Modelling.* Preparation and use of plasticine, clay, papier mache, salt and flour, asbestos fibre, pulp, sawdust, wax, etc.

6. *Paper construction.* Use of construction paper, craft paper, newsprint, cardboard, and corrugated paper. Sixteen square constructions.

7. *Weaving.* Oilcloth mats, paper mats; use of raffia, cord, yarn, reed; cardboard, mesh, spool, and simple loom weaving.

8. *Sewing.* Paper and cardboard sewing; use of oilcloth, cotton, and coarse meshed material; simple stitches, simple articles.

9. *Play activities.* Balls, beads, pegs and boards, dolls, play furniture; puzzles; improvised material.

10. *Woodwork.*

11. *Table and floor enterprises.* Sand table; three-dimensional projects; toy theatres, etc.

LANGUAGE ACTIVITIES

1. *Aim.* To give teachers-in-training (i) some understanding of how language is learned and of the function of language in childhood, (ii) knowledge and practice with regard to methods of promoting language growth and of teaching language skills in the primary school.

2. *Speaking.* Acquisition of speech: undifferentiated vocalizations; particularized vocal responses; use of single words; use of two-word "sentences," e.g. "dolly gone"; progress to short sentences and short groups of sentences. Use of speech in social situations; natural conversation—speaking and listening; initiated conversation. Nursery rhymes; story-telling; picture reading; dramatization; oral composition; verse making; verse speaking. Technique of good story telling; selection of stories for children at successive age levels. Correction of faulty speech: letter substitution; lisping; foreign accent; vowel omissions; hesitation, stuttering, and stammering.

3. *Understanding.* Comprehension the forerunner of speech; association of words with objects or experiences; influence of emotional coloration in heard speech, e.g. pitch, volume, tone. Growth of vocabulary at successive age levels in primary school; influence on reading materials. Picture books. The role of language in thinking; relationship of intelligence and language development; influence of a stimulating environment. Literature lessons in primary grades.

4. *Reading.* Factors in reading readiness: intelligence, health, home background, variety of experiences, emotional stability, social contacts, language experiences. Activities for the pre-reading child. Introduction to reading: experience reading; words, phrases, or short sentences as meaningful units; specific and relative words; blackboard sentence reading; use of charts; transition from blackboard to book reading. Basic reading materials; vocabulary control; elements of interest; use of manuals. Introduction and use of phonics. Oral and silent reading. Supplementary reading. The primary school library.

5. *Writing.* Advantages of print-script in the primary school: relation to early muscular co-ordination, legibility, and teaching of reading. Materials for print-writing. Size; strokes, sequence of strokes; relative difficulty of various letters and numerals. Writing names, meaningful words and phrases. Use of writing in composition and social situations. Standards in writing. Writing and the left-handed child.

6. *Spelling.* Informal spelling as transcription; careful supervision of all written work; a study of methods as outlined in *The Canadian Speller, Book I*, for Grades I and II; causes of poor spelling; remedial work.

MUSIC

1. *Pre-requisites.* A singing voice of pleasing quality, true in pitch. Proficiency at the piano comparable to that expected in a Grade IX student of the Royal Conservatory of Music, Toronto.

2. *Piano.* Accompaniment of children's songs and rhythms. Keyboard harmony and transposition. Sight reading. Simple chord harmony.

3. *Voice.* Simple folk and nursery songs, tone calls, tone matching. Music in play. Song-method approach to note singing. Scale singing. Staff.

4. *Review.* Review from standpoint of pedagogy of the course of study in Music for Grades I and II.

RHYTHMIC ACTIVITIES

1. *Free physical response to music.* Clapping, skipping, running; interpretative rhythms; melody stepping; rhythmic patterns.

2. *Rhythmic band.* Simple rhythms; melody playing; pattern playing; orchestration; conducting.

SCIENCE

1. *Purpose of teaching science.* To promote the out-turning of interest and the development of objective thinking; to cultivate interests in the outside world; to develop right attitude toward living things.

2. *Methodology.* Selection of training activities in the light of the child's environment, experience and needs. Incidental and formal teaching. Methods of studying the phenomena of nature, plant life, and animal life; excursions; directed observations; classroom observations; calendars. Method of developing right attitudes; conditioning through conversation, stories, song, pictures, dramatization, and the assumption of responsibilities. Correlation with reading, composition, art, craft, etc. A review from the standpoint of pedagogy of the course in Natural Science for Grades I and II.

SOCIAL STUDIES

1. *Purpose of teaching Social Studies.* To develop in children desirable social attitudes; to give practice in co-operative activities; to help the child to understand something of the world in which he lives.

2. *Methodology.* Study through discussion and dramatization of relationships in the home, among families. Study of the neighbourhood based upon personal experiences, excursions, assigned observations, pictures, etc.: the farm, factory, filling station, garage, greenhouse, grocery, laundry, lumber yard, milk wagon, street car, etc. Social services: hospital, post office, public library, railroad station, park, museum, etc. Stories and dramatic play presenting desirable patterns of social behaviour: kindness, helpfulness, loyalty to parents, bravery. Value and conduct of enterprises and project work. A review from the standpoint of pedagogy of the course in Social Studies for Grades I and II.

NUMBER

1. *Purpose of teaching number.* To familiarize pupils with the language of number and to encourage them to use number as a means of thinking more exactly about their experiences. Incidental and formal teaching.

2. *Methodology.*

- (i) Inception of number as indefinite comparison, some, more, big, little, etc. Extension of the field of number at the several age levels, long, tall, heavy, late, early, cheap, dear, etc.
- (ii) Counting as a rhythmic vocal accompaniment to repetitive action. Counting in number groups 1-3, 3-6, 6-10, etc. Levels of attainment of the several age groups.
- (iii) Number concepts and numerals. Number concepts as number pictures. Specific and relative methods of learning number concepts and numerals. Constancy of form and variability of material. Higher number concepts.
- (iv) Addition and subtraction as abbreviated counting. Levels of attainment of the several age groups.
- (v) Measures and measurement. Measuring units. Practice in actual measuring. Practice in estimating and checking.

HEALTH AND SAFETY

1. *Pre-school physical examination.* Protection by toxoid against diphtheria; vaccination against smallpox. Appraisal of health status of individual children after admission. Daily health inspection.

2. *Healthful school environment.* Health services in the schools. Procedure in case of illness or accident at school. First Aid. Recognition of and regulations for the control of communicable diseases.

3. *Play equipment:* indoor and outdoor.

4. *Methodology.*

- (i) Physical activities: indoor and outdoor; development of bodily control and co-ordination; avoidance of fatigue.
- (ii) Development of habits of health and safety through practice in daily life situations: in the school, at play, on the street, at home. Co-operation with parents.
- (iii) Health instruction and the development of attitudes; correlation with child's interest in home and family life, pets and plants; conversations; stories; dramatization; manual activities; enterprises.

- (iv) Review from the standpoint of pedagogy of the programme in Health for kindergarten and Grades I and II.

5. Reference: *Health—A Handbook of Suggestions for Teachers*, Chapters X, XIII and XXVIII.

RELIGIOUS EDUCATION

1. *Religious exercises.* Use of simple prayers, hymns, and the National Anthem in the kindergarten circle or opening exercises. Oral reading of brief selections from the Scriptures. Speaking of memorized verses. Choral speaking. Creation of religious atmosphere and inculcation of a feeling of reverence.

2. *Teaching the Programme of Studies.* Methods in story telling, dramatization, memorization, manual activities. Use of enterprise and project. Use of Teachers' Guides in Grades I and II. Treatment of typical lesson units.

3. *Departmental Regulations.* A study of the regulations dealing with religious exercises and religious education in the public schools.

LIBRARY METHODS

1. Use of card catalogues, reference books, picture files, periodicals.

2. Study of books for the primary school; principles of book selection; illustrators. Care of books.

BOOKS OF REFERENCE

Abney: *This Way to Better Speech.* (World Book Co.)

Alschuler: *Children's Centers.* (Morrow.)

Amoss: *Rhythmic Arithmetic in the Primary School; Ontario School Ability Examination.* (Ryerson.)

Amoss, Stothers and Stogdill: *Canadian Intelligence Examination.* (Ryerson.)

Amoss and De Laporte: *Training Handicapped Children.* (Ryerson.)

Association for Childhood Education: *Bulletins.*

Association of Child Study: *Read-to-me Story Book.* (Crowell.)

Becker: *First Adventures in Reading.* (Stokes.)

Betts: *Foundations of Reading Instruction.* (Gage.)

Blatz: *Understanding the Young Child.* (Clarke, Irwin.)

Blatz and Bott: *The Management of Young Children.* (Morrow.)

Blatz, Millichamp and Fletcher: *Nursery Education.* (Morrow.)

Board of Education, Glencoe, Ill.: *The Fours and Fives in Action.*

Board of Education, London, England: *Report of Consultative Committee on Infant and Nursery Schools.* (Dawson.)

Bond and Bond: *Teaching the Child to Read.* (Macmillan.)

Brown and Butterfield: *The Teaching of Language in Primary Grades.* (Macmillan.)

Bryant: *How to Tell Stories to Children.* (Houghton Mifflin.)

Cather: *Educating by Story Telling.* (World Book Co.)

Conard and Stothers: *How to Teach Print Writing.* (Gage.)

Dalglish: *First Experiences with Literature.* (Scribner.)

De Lemos: *Creative Art Crafts, Book I.* (Davis Press.)

Department of Education, Ontario: *Health—A Handbook of Suggestions to Teachers.*

Dickie: *The Enterprise in Theory and Practice.* (Gage.)

Forest: *The School for the Child from Two to Eight.* (Ginn.)

Foster-Headley: *Education in the Kindergarten.* (American Book Co.)

Foster and Mattson: *Nursery School Education.* (Appleton.)

Gates: *New Method in Primary Reading.* (Teachers' College, Columbia University.)

Gates: *The Improvement of Reading.* (Macmillan.)

Gessell: *The Mental Growth of the Pre-school Child.* (Macmillan.)

Gessell: Infant and Child in the Culture of Today. Harper (Musson).
 Gessell: The First Five Years of Life. Harper (Musson).
 Gessell and Ilg: The Child from Five to Ten. Harper (Musson).
 Griffin, Laycock and Line: Mental Hygiene. American Book Co. (Gage).
 Harrison: Reading Readiness (Revised). (Houghton Mifflin.)
 Hemming and Balls: The Child is Right. (Longmans.)
 Hill: The Singing Period, Books 1, 2, 3, 4, 5, 6. (Waterloo.)
 Horne: The Art Class in Action. (Longmans Green.)
 Hubbs: Seasonal Activities for Primary Grades. (Ryerson.)
 Hughes and Hughes: Learning and Teaching. (Longmans Green.)
 Landreth: Education of the Young Child. (Wiley.)
 Lincoln and Workman: Testing and the Uses of Test Results. (Macmillan.)
 Luke: The Teaching of Reading by the Sentence Method. (Methuen.)
 McClintock: Literature in the Elementary School. (University of Chicago.)
 Morgan: The Montessori System Examined. (Ontario Department of Education.)
 Morgan: The Psychology of the Unadjusted School Child. (Macmillan.)
 Partridge: Natural Science Through the Seasons. (Macmillan.)
 Patterson: Teaching the Child to Read. (Doubleday Doran.)
 Pressey: Psychology and the New Education. (Harper.)
 Programme of Studies, Grades I to VI. (Ontario Department of Education.)
 Programme for Junior and Senior Kindergarten and Kindergarten-Primary Classes. (Ontario Department of Education.)
 Quance: The Canadian Speller, Book I. (Gage.)
 Rusk: A History of Infant Education. (University of London Press.)
 Ruffini and Knapp: New Art Education, Books I and II. (American Crayon Co.)
 Saucier: Theory and Practice in the Elementary School. (Macmillan.)
 Saucier: Introduction to Modern Views of Education. (Ginn.)
 Stone: Silent and Oral Reading. (Houghton Mifflin.)
 Stone: Better Primary Reading. (Webster.)
 Storey: The Way of Good Speech. (Nelson.)
 Storm and Smith: Reading Activities in the Primary Grades. (Ginn.)
 Stricker: Projects Through Crafts, Book I. (Ryerson Press.)
 Symonds: Mental Hygiene of the School Child. (Macmillan.)
 Thom: Everyday Problems of the Everyday Child. (Appleton.)
 Thorpe: Child Psychology and Development. (Ronald Press.)
 Updegraff *et al.*: Practice in Preschool Education. (McGraw-Hill.)
 Waterloo Rhythm Band Method. (Waterloo Music Co.)
 Wellock: A Modern Infant School. (University of London.)
 Wicking: Education Through Manual Activities. (Ginn.)

